Social Skills and Their Relationship with Academic Achievement Among High School Students

Ferdjani Sabrine[1], Moundir Kharfane[2], Sayoud walid[2], benchoufi bouchra[3], Amel kaddouri[3], amara mohamed slimane[3],djamai Tarek[2]

University of Ouargla[1], Algeria

University of 20 august 1955 Skikda[2], Algeria

University of El Oued[3], Algeria

Email: om.amir3900@gmail.com , m.kharfane@univ-skikda.dz , w.sayoud@univ-skikda.dz, b.benchoufi@univ-skikda.dz, kaddouriamel533@gmail.com, amara-mslimane@univ-eloued.dz, t.djamai@univ-skikda.dz

Abstract;

This study aimed to determine the relationship between social skills and academic achievement among a sample of high school students in the city of El Oued. The following question was posed: Is there a relationship between social skills and academic achievement among middle school students?

The descriptive correlational method, which is appropriate for the current study, was followed. The study sample consisted of 150 students, divided into 65 males and 85 females from middle school students. The Social Skills Scale was applied, and Pearson's correlation coefficient and T-test were used as statistical methods. The following results were obtained:

- There is a statistically significant correlation between peer relationships and academic achievement in the study sample.

- There is a statistically significant correlation between self-management and academic achievement in the study sample.

- There is a statistically significant correlation between academic skills and academic achievement in the study sample.

- There is a statistically significant correlation between obedience and academic achievement in the study sample.

- There is a statistically significant correlation between assertiveness and academic achievement in the study sample.

2- The Problem: One of the fundamental characteristics that distinguish humans is their tendency to live in groups. It is unnatural for a person to live a normal and comfortable life in isolation from society, as this goes against the natural order established by God, who created us in communities and tribes to coexist and grow under the best conditions. As a result, members of a society interact with each other to achieve both personal and collective goals, with group behavior often surpassing individual behavior. Each member of society adopts the behaviors of the group to which they belong, contributing to its development and prosperity. Hence, "social behavior" has become a feature of an individual's life, influencing their adaptation, happiness, success, and effectiveness throughout their life stages. A person's ability to form social relationships determines their popularity among others and the extent to which they can benefit from and contribute to their peers (Al-Nefeai, 2009).

This is what is referred to as "social skills," which are reflected in an individual's ability to adapt within their society through a set of social behaviors that allow them to achieve positive interaction and adaptation within the acceptable limits of the society. As Fakher Aqel (1976) stated, social skills are "the ability to acquire the essential traits required for good social interaction with others, such as understanding, friendship, patience, and selflessness, which help others accept the person." These skills are developed first within the family, then in school, the workplace, and finally in life (Aqel, 1976, p. 19).

Acquiring social skills benefits both the society, as the environment in which the individual lives, and the individual themselves, not only socially but also psychologically. This gives social skills great importance in life. The rapid social and economic changes that society undergoes require individuals to be equipped with the skills necessary to adapt and cope with societal circumstances. These skills are essential in all aspects of life, and it is widely accepted that social skills are key determinants of an individual's success or failure in various situations. High levels of social skills enable a person to respond appropriately and effectively to situations, while a lack of these skills represents one of the greatest barriers to an individual's adjustment with others (Al-Nefeai, 2009, p. 24).

Given their importance, researchers have studied social skills from many angles. Flora and Sigern (2000) concluded that the consequences of social skills deficits lead to the development of social and psychological problems associated with stressful life events (Abdul Hameed, 2010, p. 92). A study by Engels and Rutger (2002), which aimed to provide a clear understanding of the social skills acquired by adolescents in two systems, found that adolescents with high social skills were more engaged in groups and shared more activities with their friends. They also felt emotionally attached to them and experienced greater social influence from their peers. In contrast, adolescents who felt anxious about their actions towards others were less engaged in peer relationships and activities and felt less attached to friends. This indicates that social skills significantly affect adolescents' relationships with their families and peers (Abdul Hameed, 2010, p. 96).

All of this leads us to conclude that social skills are essential social behaviors and abilities that every individual must acquire to live a balanced life. One of the conditions for individual well-being is achieving self-efficacy, which helps them attain good academic and cognitive achievement.

Building on the above, this study aims to explore the nature of the relationship between social skills and self-esteem among a sample of university students. This approach can be supported by the following general question:

Is there a relationship between social skills and academic achievement among high school students?

This general question gives rise to the following sub-questions:

• Is there a correlation between peer relationships and academic achievement in the study sample?

• Is there a correlation between self-management and academic achievement in the study sample?

• Is there a correlation between academic skills and academic achievement in the study sample?

• Is there a correlation between obedience and academic achievement in the study sample?

• Is there a correlation between assertiveness and academic achievement in the study sample?

3- Study Hypotheses:

3.1- General Hypothesis:

There is a statistically significant correlation between social skills and academic achievement in the study sample.

3.2- Sub-Hypotheses:

• There is a statistically significant correlation between peer relationships and academic achievement in the study sample.

• There is a statistically significant correlation between self-management and academic achievement in the study sample.

• There is a statistically significant correlation between academic skills and academic achievement in the study sample.

• There is a statistically significant correlation between obedience and academic achievement in the study sample.

• There is a statistically significant correlation between assertiveness and academic achievement in the study sample.

4- Importance of the Study:

The importance of this study lies in its focus on a distinguished group of young people in society, namely high school students, who bear the responsibility of advancing their society. They are in a critical stage, which represents the beginning of greater self-reliance in facing the challenges of the present and future. Additionally, the university stage holds a central position in the educational

ladder, as university education is of great value and serves as an effective means of advancing various societies.

5- Study Objectives:

The current study aims to achieve the following objectives:

- To identify the nature of the relationship between social skills and self-esteem in the study sample.

- To identify the nature of the relationship between peer relationships and self-esteem in the study sample.

6- Definition of Study Terms:

6.1- Social Skills:

Riggio (1999) indicated that social skills are the individual's ability to express emotional and social states verbally, along with their ability to regulate and control non-verbal expressions, such as role-playing and socially engaging their self (Abdul Hameed, 2010, p. 95).

6.1.1- Peer Relationships: The ability to praise others, establish relationships, help and support them in times of need, engage in conversations, and exhibit leadership and a sense of humor.

6.1.2- Self-Management: An individual's skill in controlling emotions, following rules, cooperating with others, resolving conflicts, and accepting criticism.

6.1.3- Academic Skills: The ability to complete tasks and assignments, follow instructions, and utilize free time effectively.

6.1.4- Obedience: The ability to follow instructions, guidelines, rules, and regulations.

6.1.5- Assertiveness: The ability to initiate conversations, form friendships, participate in play, express emotions, and engage in group activities.

6.2- Academic Achievement :

It refers to the amount of marks a student obtains in the overall achievement tests during the first trimester (the average of the first trimester) of the 2020/2021 academic year.

7- Study Methodology:

No scientific study is complete without relying on a methodology to conduct the study according to rules and foundations, which helps in reaching organized knowledge about aspects of the studied reality. Methodology is defined as the path that leads to uncovering the truth through a set of rules that determine the procedures to reach a known result. Methodology refers to the approach that the researcher follows in studying a problem to explore the truth. Research methods differ depending on the nature of the subjects, which is why there are several types of scientific methodologies (Bouhouch & Al-Dhneibat, 1995).

Since the current study aims to understand the nature of the relationship between its variables (social skills and academic achievement), the descriptive correlational method is the most appropriate approach for this study.

8- Study Population: The study population consists of all male and female students of Abdelaziz Cherif High School in El Oued, with a total of 1,515 students, including 563 males and 952 females. The following table shows the distribution of the study population by gender:

Table No **01:** Study Population Distribution by Gender

Indicators / Gendre	Frequency	Percentage
Males	563	%37.16
Females	952	%62.84
Total	1515	100%

It is clear from Table No. (01) that the study population consists of 1,515 students, divided into 563 males (37.16%) and 952 females (62.84%).

9- Study Sample and Its Characteristics:

After visiting the high school, we applied the stratified random sampling method to select a sample that represents the research population. As a result, we obtained a study sample consisting of 200 male and female students, representing 12% of the population, selected using the stratified random method. The following table shows the distribution of the study sample by gender:

Table No 02: Distribution of the Study Sample by Gender

Indicators / Gender	Frequency	Percentage
Males	52	%26.23
Females	148	%73.77
Total	200	100%

From Table No. (02), the total number of individuals in the sample consists of 200 male and female students. It is evident that the percentage of females is higher than that of males. The number of females is 148 students, representing 73.77%, while the number of males is 52 students, representing 26.23%.

10- Study Limitations:

This fundamental study is limited by human, temporal, and spatial boundaries, which clarify the scope of the generalizability of its results, as follows:

10.1- Spatial Boundaries: Abdelaziz Cherif High School, in the Wilaya of El Oued.

10.2- Human Boundaries: The study sample includes 200 male and female students enrolled at Abdelaziz Cherif High School.

10.3- Temporal Boundaries: The study tools were applied during the 2020/2021 academic year.

11- Study Tools:

11.1- Social Skills Scale:

This scale was prepared by the two researchers and consists of 41 items that measure social skills. Responses are provided on a five-point scale: Strongly Agree, Agree, Sometimes, Disagree, Strongly Disagree. The scores range from 5 to 1, respectively, and all items are scored in the same direction.

- **Scoring Key for the Scale:**

Scores from 1 to 5 were assigned to the five response options as follows:

Strongly Disagree	Disagree	Sometimes	Agree	Strongly Agree
1	2	3	4	5

- **Validity of the Social Skills Scale:**

Validity refers to the extent to which a test measures the characteristic it is designed to measure. A valid test is one that accurately measures the trait or phenomenon for which it was developed (Al-Azzawi, 2008, p. 129).

In this study, the validity of the scale was calculated using the internal consistency method, i.e., the correlation of each item's score with the overall score of the scale. Table No. (03) illustrates this.

Table No. 03: Correlation Coefficient of Item Scores with Overall Scale Score

Item Number	Correlation Coefficient	Significance Level	Item Number	Correlation Coefficient	Significance Level
01	-0.13	Not Significant	22	0.44	0.01
02	0.42	0.01	23	0.68	0.01
03	0.45	0.01	24	0.37	0.01
04	0.35	0.01	25	0.55	0.01
05	0.32	0.05	26	0.47	0.01
06	0.64	0.01	27	0.43	0.01
07	0.58	0.01	28	0.37	0.01

08	0.57	0.01	29	0.52	0.01
09	0.57	0.01	30	0.54	0.01
10	0.75	0.01	31	0.47	0.01
11	0.75	0.01	32	0.52	0.01
12	0.57	0.01	33	0.60	0.01
13	0.54	0.01	34	0.43	0.01
14	0.66	0.01	35	0.56	0.01
15	0.64	0.01	36	0.71	0.01
16	0.64	0.01	37	0.62	0.01
17	0.62	0.01	38	0.33	0.01
18	0.28	0.05	39	0.47	0.01
19	0.26	0.05	40	0.47	0.01
20	0.35	0.01	41	0.52	0.01
21	0.47	0.01	/	/	/

It is evident from Table No. (03) that the correlation coefficients between the item scores and the overall scale score ranged from 0.26 to 0.75. Most of them are significant at the 0.01 level, while the rest are significant at the 0.05 level. However, item number 01 is not significant and will therefore be deleted.

<div align="center">Table No. 04: Correlation of Dimension Scores with Overall Scale Score</div>

Dimension Number	Dimensions	Correlation Coefficient Value	Significance Level
01	Peer Relationships	0.76	0.01
02	Self-Management	0.64	0.01
03	Academic Skills	0.70	0.01
04	Obedience	0.44	0.01
05	Assertiveness	0.55	0.01

It is clear from Table No. (04) that the correlation coefficients range between 0.44 and 0.76, which are significant at the 0.01 level. This indicates a strong correlation between the dimension scores and the overall scale score, demonstrating the validity of the scale in terms of internal consistency.

This means that the scale has an acceptable degree of validity, as these high coefficients allow us to accept and consider the scale valid.

- **Reliability of the Social Skills Scale:**

The reliability of the scale was calculated using two methods: Cronbach's Alpha and split-half reliability on a sample of 60 individuals selected randomly. The following Table No. (05) shows the reliability coefficients for the scale used:

Table No. 05: Reliability Coefficients using Split-Half and Cronbach's Alpha Methods

Reliability Coefficient / Variable	Cronbach's Alpha	Split-Half Reliability	
		Guttman	Spearman-Brown
Social Skills	0.90	0.78	0.78

It is clear from Table No. (05), which shows the reliability coefficients of the social skills scale used in this study, that these coefficients ranged between 0.78 and 0.90, based on Guttman and Spearman-Brown coefficients in the split-half method and Cronbach's Alpha. This indicates that the scale has a high Score of reliability.

This means that the scale possesses a high level of reliability, as these coefficients are sufficiently high to allow us to accept and consider the scale reliable.

- **Deriving Standards for Interpreting the Results:**

The same method of calibration to standardized deviation scales was chosen, and it was confirmed that the distribution of the population is normal, as shown in the following table:

Table No. 06: Skewness Coefficient of the Study Population

Skewness	Standard Deviation	Mean	Median
0.13	10.71	76.25	76

Since the skewness coefficient is 0.13, which is close to zero, it can be said that the distribution of the study population is close to normality. This means that the distribution of the sample members' scores is normal, and thus the population is normal.

After confirming that the distribution of scores is normal, we can now calculate the standard deviations, as shown in the following table:

Table No. 07: Shows the frequency and relative distribution of raw social skills scores.

Score	Frequency	Percentage	Score	Frequency	Percentage
34	1	1.67	76	4	6.66

45	1	1.67	77	4	6.66
51	1	1.67	78	3	5
53	1	1.67	79	1	1.67
55	1	1.67	80	3	5
61	2	3.33	81	4	6.66
64	1	1.67	82	2	3.33
65	1	1.67	83	4	6.66
67	1	1.67	84	2	3.33
68	2	3.33	86	1	1.67
69	1	1.67	87	3	5
70	2	3.33	89	1	1.67
71	1	1.67	91	2	3.33
72	3	5	94	1	1.67
74	3	5	135	1	1.67
75	2	3.33	/	/	/

- Calculation of Class Limits

Boundary score = mean + distance x standard deviation

Lower limit = 76.25 + (2/3-) x 10.71 = 60.18

Upper limit = 76.25 + (2/1-) x 10.71 = 70.90

Third limit = 76.25 + (2/1) x 10.71 = 81.60

Fourth limit = 76.25 + (2/3) x 10.71 = 92.31

Finally, determining the classes: In this step, the classes are linked to their limits and the raw scores contained within these classes through the following table:

Table No. 08: Shows a scale of five standardized deviation categories.

Category	1	2	3	4	5
The Scores Contained Within the Categories	60 ≥	71 -61	82 -72	92 -83	135 - 93
Scores of Class Limits	60.18	70.90	81.60	92.31	135

Assessment of an Individual's Score	Very Weak	Weak	Medium	High	Very High

It is evident from Table No. (08) that five categories have been obtained, which allow us to relate an individual's raw score to a specific level, that is, to a standard that enables us to assess it.

Thus, based on the above, we can say that we now have new criteria suitable for evaluating the Algerian environment.

11.2- Academic Achievement:

After the meeting with the school principal, he provided us with the results of all the students in the first term, which we used as the academic achievement scores for the study sample.

- **Extracting Criteria for Interpreting Results:**

The same method of standardization was chosen for standardized deviation scales, and it was confirmed that the distribution of the population is normal, as shown in the following table:

Table No. 09: Shows the skewness coefficient of the study population.

Skewness	Standard Deviation	Mean	Median
-0.43	2.18	10.23	10

Since the skewness coefficient is -0.43, which is close to zero, it can be said that the distribution of the study population is close to normal, meaning that the distribution of the sample members' scores is normal, and thus the population is normal.

After confirming that the distribution of scores is normal, we can now calculate the standard deviations, as shown in the following table:

Table No. 10: Shows the frequency and relative distribution of raw achievement scores.

Score	Frequency	Percentage	Score	Frequency	Percentage
5.5	1	1.6%	10.5	2	3.2%
6	1	1.6%	11	6	9.7%
6.5	1	1.6%	11.5	2	3.2%
7	3	4.8%	12	5	8.1%
7.5	1	1.6%	12.5	1	1.6%
8	3	4.8%	13	4	6.5%
8.5	4	6.5%	13.5	2	3.2%

9	6	9.7%	14	2	3.2%
9.5	7	11.3%	14.5	1	1.6%
10	7	11.3%	15	1	1.6%

- **Calculation of Class Limits:**

Boundary score = mean + distance x standard deviation

First limit = 10.23 + (2/3-) x 2.18 = 6.96

Second limit = 10.23 + (2/1-) x 2.18 = 9.14

Third limit = 10.23 + (2/1) x 2.18 = 11.32

Fourth limit = 10.23 + (2/3) x 2.18 = 13.45

Finally, determining the categories:

In this step, the categories are linked to their limits and the raw scores contained within these categories through the following table:

Table No. 11: Shows a scale of five standardized deviation categories.

Category	1	2	3	4	5
The Scores Contained Within the Categories	≥7	8 -10	11	12 -13	14 - 15
Scores of Class Limits	6.96	9.14	11.32	13.45	15
Assessment of an Individual's Score	Very Weak	Weak	Medium	High	Very High

It is clear from Table No. (11) that five categories were obtained, allowing us to relate an individual's raw score to a certain level, which provides a standard for assessing them.

It was found that the first category, with a limit of 6.96 or less, contains scores below 7. A person scoring within this category can be judged as having **very weak** achievement. The second category, with limits from 6.96 to 9.14, contains scores between 8 and 10, and a person scoring within this category can be judged as having **weak** achievement.

For the third category, with limits from 9.14 to 11.32, it contains a score of 11, and a person scoring within this category can be judged as having **average** achievement. Similarly, the fourth category, with limits from 11.32 to 13.45, contains scores from 12 to 13, and a person scoring within this category can be judged as having **high** achievement.

Finally, the fifth category, with limits from 13.45 to 15, contains scores from 14 to 15, and a person scoring within this category can be judged as having **very high** achievement.

Thus, based on the above, we can say that we now have new criteria suitable for evaluating the Algerian environment.

12.Statistical Techniques Used in the Study:

Based on this, the data for the study sample was entered into the computer using SPSS, the Statistical Package for the Social Sciences program, according to the study variables, in preparation for conducting statistical analyses to answer the study's questions:

Identifying the statistical distribution characteristics of the study sample's scores, which include:

- Percentages, arithmetic mean, standard deviation

- Spearman-Brown formula   - Guttman formula

- Cronbach's alpha coefficient   - Pearson correlation coefficient

13- Study Results:

13-1- Presentation and Analysis of the First Hypothesis:

In order to address the second hypothesis, which states: 'There is a statistically significant correlation between peer relationships and academic achievement among the study sample,' we applied Pearson's correlation coefficient to verify this. The following table illustrates this:

Table No. 12: Shows the correlation coefficient between peer relationships and academic achievement.

Indicators / Variable	Correlation Coefficient Value	Significance Level
Peer relationships And academic achievement	0.68	0.01

From Table No. (12), it is clear that the correlation coefficient between peer relationships and academic achievement is estimated at (0.68), which is statistically significant at the 0.01 significance level. This confirms the validity of the first hypothesis. Thus, we can say that there is a statistically significant negative correlation between life satisfaction and career future anxiety among the study sample."

13-2- Presentation and Analysis of the Second Hypothesis:

In order to address the second hypothesis, which states: 'There is a statistically significant correlation between self-management and academic achievement among the study sample,' we applied Pearson's correlation coefficient to verify this. The following table illustrates this:

Table No. 13: Shows the correlation coefficient between self-management and academic achievement.

Indicators / Variable	Correlation Coefficient Value	Significance Level
Self-management And academic achievement	0.52	0.01

From Table No. (13), it is clear that the correlation coefficient between self-management and academic achievement is estimated at (0.52), which is statistically significant at the 0.01 significance level. This confirms the validity of the second hypothesis. Thus, we can say that there is a statistically significant negative correlation between self-management and academic achievement among the study sample.

13-3- Presentation and Analysis of the Third Hypothesis:

In order to address the third hypothesis, which states: 'There is a statistically significant correlation between academic skills and academic achievement among the study sample,' we applied Pearson's correlation coefficient to verify this. The following table illustrates this:

Table No. 14: Shows the correlation coefficient between academic skills and academic achievement.

Indicators / Variable	Correlation Coefficient Value	Significance Level
Academic skills And academic achievement	0.73	0.01

From Table No. (14), it is clear that the correlation coefficient between academic skills and academic achievement is estimated at (0.73), which is statistically significant at the 0.01 significance level. This confirms the validity of the third hypothesis. Thus, we can say that there is a statistically significant negative correlation between academic skills and academic achievement among the study sample.

13-4- Presentation and Analysis of the Fourth Hypothesis:

In order to address the fourth hypothesis, which states: 'There is a statistically significant correlation between obedience and academic achievement among the study sample,' we applied Pearson's correlation coefficient to verify this. The following table illustrates this:

Table No. 15: Shows the correlation coefficient between obedience and academic achievement.

Indicators Variable	Correlation Coefficient Value	Significance Level
Obedience And academic achievement	0.67	0.01

From Table No. (15), it is clear that the correlation coefficient between obedience and academic achievement is estimated at (0.67), which is statistically significant at the 0.01 significance level. This confirms the validity of the fourth hypothesis. Thus, we can say that there is a statistically significant negative correlation between obedience and academic achievement among the study sample."

13-5- Presentation and Analysis of the Fifth Hypothesis:

In order to address the fifth hypothesis, which states: 'There is a statistically significant correlation between assertiveness and academic achievement among the study sample,' we applied Pearson's correlation coefficient to verify this. The following table illustrates this:

Table No. 16: Shows the correlation coefficient between assertiveness and academic achievement.

Indicators Variable	Correlation Coefficient Value	Significance Level
Assertiveness And academic achievement	0.71	0.01

From Table No. (16), it is clear that the correlation coefficient between assertiveness and academic achievement is estimated at (0.71), which is statistically significant at the 0.01 significance level. This confirms the validity of the fifth hypothesis. Thus, we can say that there is a statistically significant negative correlation between assertiveness and academic achievement among the study sample.

14- Conclusion:

This research addressed two main concepts that directly influence students' personalities. The first is social skills, a topic of interest in psychology and educational psychology, given that they are crucial elements that determine the nature of an individual's daily interactions with those around them, and for students, their interactions within the school environment. Social skills are involved

in every aspect of a student's life, particularly as they continue their schooling. Their ability to form social relationships determines their popularity among peers and their capacity to benefit and contribute to others, which greatly impacts their self-awareness and perception of their own effectiveness.

The research also examined the relationship between the two concepts (social skills and academic achievement) among students, which was found to be a positive correlation. These two aspects influence each other: as a student's social skills increase, their academic achievement improves, and conversely, a decrease in social skills leads to lower academic performance, accompanied by psychological and physical symptoms.

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